



Springwell Junior School

Inspection Report

Unique Reference Number 102501
LEA Hounslow LEA
Inspection number 276724
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector Vanessa Ward AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior	School address	Vicarage Farm Road
School category	Community		Heston
Age range of pupils	7 to 11		Hounslow, Middlesex TW5 0AG
Gender of pupils	Mixed	Telephone number	02085701079
Number on roll	367	Fax number	02085770621
Appropriate authority	The governing body	Chair of governors	Mrs Andrea Cameron
Date of previous inspection	8 May 2000	Headteacher	Mrs Debra Thompson

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Springwell Junior School is larger than average. A very large proportion of the pupils are of Indian or Pakistani descent. For many of these pupils English is not their first language, and a few are at the early stages of learning English as an additional language. A small percentage of pupils come from white British, Chinese and mixed heritages. The social and economic backgrounds of the pupils are very mixed. The percentage of pupils claiming free school meals is slightly below average. There are more pupils than is average with learning difficulties. The number of pupils who join the school at various times of the year is increasing, but remains below average. The school has achieved the Active Mark for sports. During most of the past academic year, the school has been led and managed by the deputy headteacher due to the long-term illness of the headteacher. The headteacher has now returned to school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is an effective school where pupils make good progress and, by Year 6, they attain above average standards in the national tests. Teaching and learning are good across the school. To build on this success, the school is implementing several initiatives to improve teachers' assessments of the pupils and develop further their understanding of how children learn in order to maximise the pupils' achievements. The curriculum is being enriched and already offers an extensive range of experiences for pupils beyond their lessons. Links with external agencies are strong and are used very effectively to enhance the pupils' learning, their personal development and the school's environment. Parents express strong support for all that the school offers. The school provides outstanding care and support for its pupils. Their personal development is enriched by these high levels of care and the pupils feel safe and happy. They behave very well and have positive attitudes to learning. The leadership and management of the school are good. There are particular strengths in the leadership and management of the headteacher and her deputy. They work very well together to provide a clear sense of direction and a determination to improve all aspects of school performance. The headteacher and deputy are perceptive in their understanding of the school's strengths and weaknesses. The issues identified for improvement at the previous inspection have all been dealt with effectively. The success of actions to bring about improvement, and the commitment of the staff and governors to support necessary change, indicate that the school is very well placed to continue improving. The school provides good value for money.

What the school should do to improve further

Continue with the plans to:* Make sure that all teaching is at the level of the best to maximise pupils' achievements.

Achievement and standards

Grade: 2

The pupils' achievement is good. They enter the school with standards in reading, writing, mathematics and science which are average, but the good teaching enables them to make good progress. By the end of Year 6, pupils achieve standards which are above average in the national tests in English, mathematics and science. In 2004, national results dipped after rising for three successive years. This was partly because Year 6 contained a higher number of pupils with learning difficulties. The school identified where improvements could be made and took action. As a consequence, national test results in 2005 rose considerably. Records show that the school adds significant value to the pupils' learning over time. This is achieved through careful monitoring of strengths and weaknesses in the school's provision. For example, a recent focus on the teaching of reading raised standards in 2005. An important factor in the pupils' good achievement is the setting of realistic but challenging individual targets. Progress towards these is monitored closely by the senior staff and, more

recently, by class teachers. Where pupils do not progress well enough, the school provides additional support. This helps pupils with different abilities, those from different ethnic backgrounds, and those at the early stages of learning English, to make good progress.

Personal development and well-being

Grade: 1

The school evaluates the overall personal development of its pupils as good, but inspection evidence indicates that it is outstanding. The pupils' smiles show that they are very happy and enjoy being at school. This is also demonstrated by their good attendance, punctuality and the high take-up of places for extra-curricular activities. Pupils say they feel safe and secure and this allows them to be confident and achieve well in their lessons and in all aspects of their personal development. As a result, pupils behave very well and show respect for each other and adults. They have a strong sense of right and wrong because moral and social issues are taught well. Pupils feel that they can influence school life through the school council and the very wide range of responsibilities on offer. The experience of applying for posts of responsibility, such as 'Sports Masters' or 'Library Monitors', and then gaining rewards for good performance, encourages pupils to contribute to the school community and provides an insight into adult life. The emphasis on sport, in physical education lessons and extra-curricular events, and the strong encouragement of healthy eating, is helping pupils to adopt healthy lifestyles. As one pupil said, 'You need exercise and fresh air to get your brain working.' A wide range of spiritual and cultural activities is helping pupils to understand the diversity of faiths and cultural traditions.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and there are examples of occasional outstanding practice. For instance, in one example, where pupils were researching on the internet to find out about animal habitats, the information, communication and technology (ICT) suite became a buzz of excitement, interest and hard work. All teachers make clear to pupils what they want them to learn. Pupils respond well, and good relationships are successfully developed. Inspectors also found some teaching that was satisfactory and the school is rightly focusing upon how to raise the quality of these lessons to those of the best. For example, the senior staff make sure that teachers plan work which meets the different needs of the pupils in their classes. The teachers are extending their knowledge and understanding of how children learn and are beginning to widen their range of approaches to improve their teaching. This is a priority for the school. Opportunities for independent work are developing well, through homework clubs and additional support provided on the school's website. Very good support is available for pupils with learning difficulties and those learning English as an additional language. The many high quality displays around the school and in classrooms are both motivating

and stimulating. Assessment techniques have been clarified and agreed among staff and the use of assessment information when planning lessons and teaching is becoming more effective, though not yet with sufficient consistency throughout the school. Teachers are well aware of how to use data to set targets and keep detailed records of achievement.

Curriculum and other activities

Grade: 2

The school provides a well balanced, interesting curriculum. It meets the full range of pupils' needs and all pupils experience a wide variety of activities. The curriculum has been redesigned and links are now being developed between subjects. This is helping the teachers to adjust the curriculum to individual needs more effectively. The use of ICT is beginning to support learning in other subjects. The school effectively promotes pupils' understanding of how to stay safe and healthy through the curriculum. The choice and quality of provision for extra-curricular activities is impressive. There is a wide range of well attended sporting activities, and further extension activities are provided for those pupils identified as being gifted and talented. The school makes every effort to extend and enhance the curriculum through activity days and school visits, including a regular, annual whole school outing to a local theatre each Christmas.

Care, guidance and support

Grade: 1

The quality of provision for the care, guidance and support of the pupils is outstanding. It successfully promotes and monitors all aspects of health and safety. This enables pupils to feel safe and secure. It has very secure and sensitive procedures in relation to child protection. The school takes effective action to deal with bullying and pupils know where to go for help. Pupils feel that all members of staff treat them fairly and that their own involvement in setting rules has helped improve standards of behaviour. The school provides particularly good support for pupils with learning difficulties and for those for whom English is an additional language. Pupils who move to the school report how well it cares for them. One newly admitted pupil commented, 'This is the happiest I have been'. The school works very well with parents and external agencies to enhance pupils' academic and personal development.

Leadership and management

Grade: 2

The headteacher, ably supported by her deputy, has a very clear vision for bringing about school improvement. She shares this with staff and governors and is very effective in taking the necessary action to bring about change. This has led to rigorous and effective strategies to raise standards, promote the professional development of staff and monitor progress. The headteacher fully involves staff and governors in school improvement planning and in monitoring progress towards the identified objectives. All of these processes contribute to the successful teamwork which is developing in

the school. The role of subject leaders has developed significantly since the previous inspection and they now have much greater influence over teaching and learning in their subjects. For instance, the subject leader for physical education has demonstrated lessons and given training to the staff. As part of the school's drive to raise achievement, there are plans to extend the subject leaders' influence further by giving them more opportunities to monitor teaching. The governing body fulfils its statutory responsibilities. Governors have a thorough understanding of the strategic development of the school and carry out their duties effectively. They are closely involved in all aspects of school improvement, such as taking a special interest in the development of the school's healthy eating initiatives. The school values every child highly and is successful in making sure that the children all have equal opportunities to develop fully within a safe and secure environment. The school works hard to increase the involvement of parents in their children's education. Parents appreciate the school's attention to individual needs and express confidence in its ability to care for their children. As a consequence, they are keen to support their children's education. Resources are well managed and directed towards improvement. The school is innovative in the way it develops and deploys teaching assistants and lunchtime staff, for example, in training them to take responsibility for managing pupil monitors at lunchtime. The accommodation has been greatly improved since the previous inspection and the teachers provide pupils with pleasant and stimulating surroundings in which to learn.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently for two days. I am writing to you, on behalf of the inspectors, to tell you what we found out about your school. We talked to some of you, and we would like to thank you all for being so friendly and willing to talk to us. We found that your school does lots of things very well, and has good plans to make things even better. It was really useful to listen to what you had to say about what you enjoy doing.

The things we think that are good about your school are: * Your headteacher and deputy are very good at finding ways to make your school better so that you can learn more. * All of the grown ups in school look after you very well and this helps you to feel safe. They give you very good support as you grow up. You told us that you trust the grown ups to look after you if you are upset or worried. * You have lots of interesting things to do in addition to your lessons. You told us that these make your learning especially enjoyable. * Your teachers help all of you to learn well and make good progress.

We think that your school could be even better if: * Your teachers can make their teaching even better. We hope that you will help your teachers as much as you can, so that together you can improve your learning even more.

Best Wishes

Vanessa Ward, Lead Inspector